MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

English

FOR COMMUNITY SCHOOLS

Primary 1

2025/2026

Term 1

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying. recording or otherwise, without the prior written permission of the copyright holders.

تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب بكل حب إلى الأطفال والأسر في جمهورية مصر العربية.

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

Name :......................................

Class :......................................

School :......................................

A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 1 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 1 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

    Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

    Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

    Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

    Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

My First Day of School

Draw and/or glue a picture of yourself on your first day of school.

Unit 1

Welcome to My School

Learning Outcomes

- Recognize and respond to greetings in simple conversations.
- Follow basic classroom instructions.
- Identify the formation, sound, and words that begin with the letters Tt and Ii.
- Introduce oneself using complete sentences in structured speaking actvities.
- Use simple expressions to interact with peers in guided classroom conversations.

Lesson 1: Greetings

Group Work Activity

1 Practice with your friends:

Student A : Hello! What is your name?
Student B : My name is ________.

2 Listen, repeat, then act out:

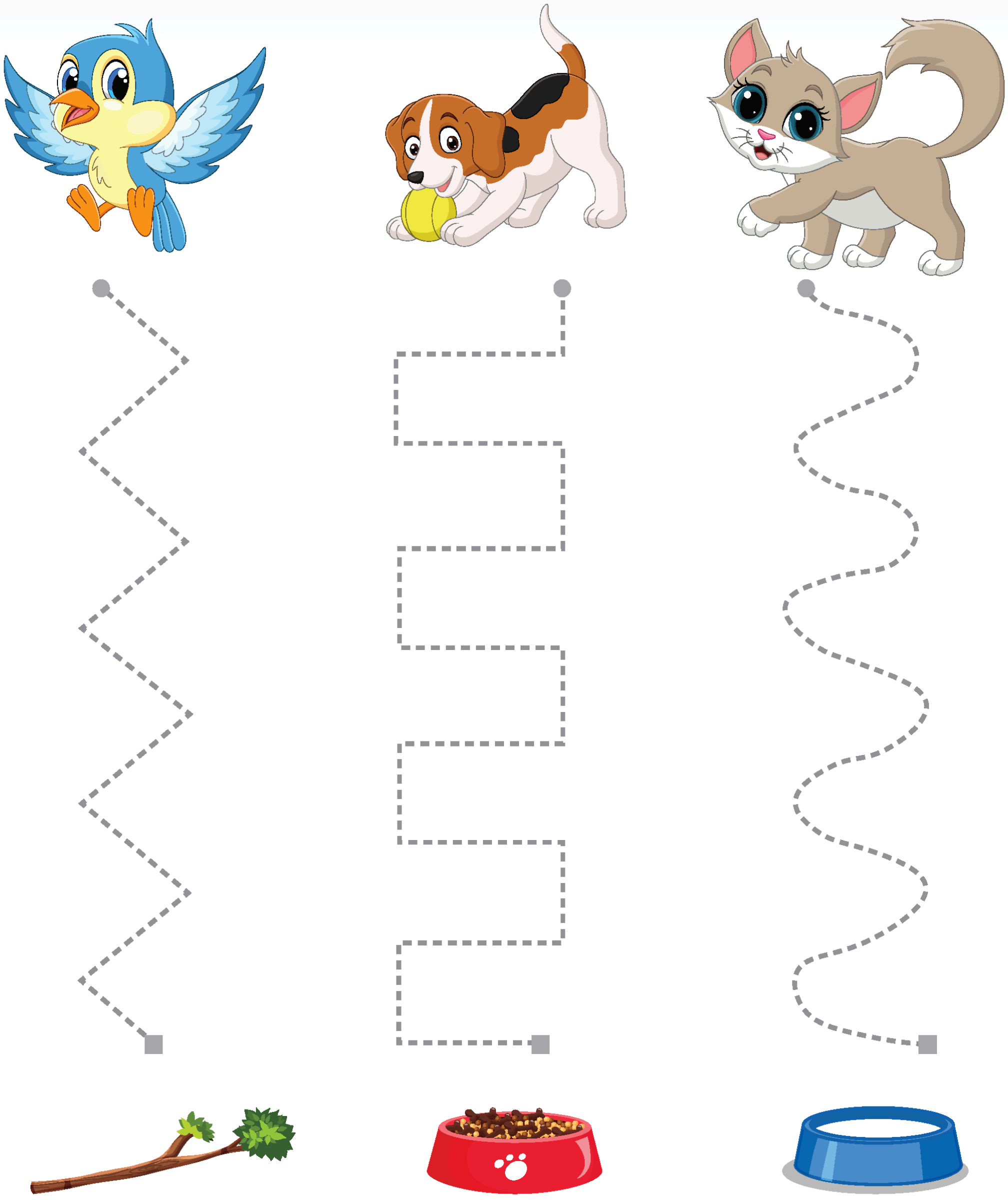
Vocabulary

What's your name?
My name is Hana.
We are friends now!

Unit 1

Lesson 1: Greetings

3 Trace the following lines.



4 Listen, point, and mark the matching picture:

Hello!

Goodbye!

shake hands

play

5 Look at the picture and the word. Put a ✔ if they match, and ✘ if they don't:

friends

goodbye

play

shake hands

hello

Closing Activity

7 Complete and draw about yourself:

a. My name is ……………… .

b. I'm ……………. years old.

c. I'm in primary …………… .

Unit 1

Lesson 2: Phonics

Group Work Activity

1 Look, read, and trace:

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

2 Listen to your teacher and repeat:

table

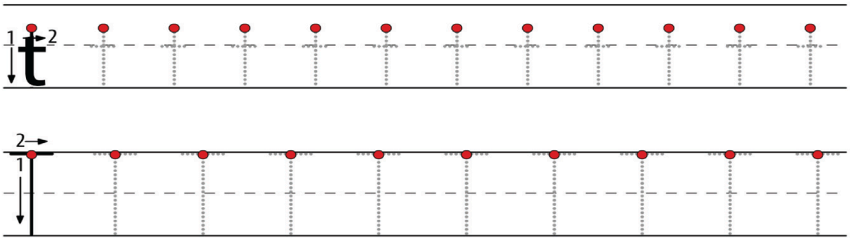
tomato

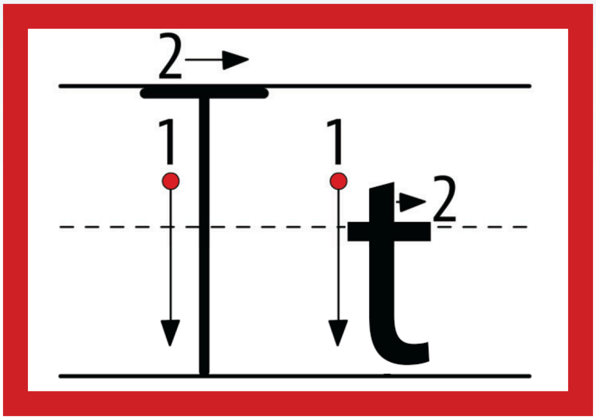
tiger

teacher

tree

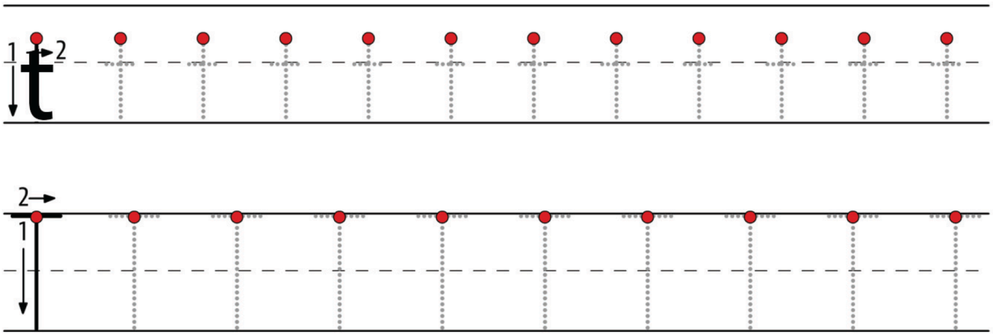
3 Trace letter (Tt) in its uppercase and lowercase forms:





teacher

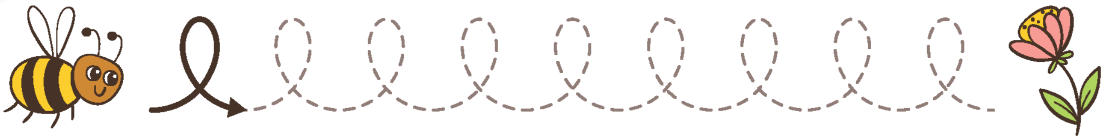
4 Trace letter (Tt) in its uppercase and lowercase forms:



5 Match the objects that start with the letter (Tt) :

Lesson 2: Phonics

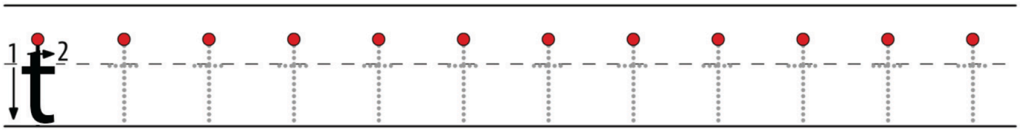
6 Trace the following lines:

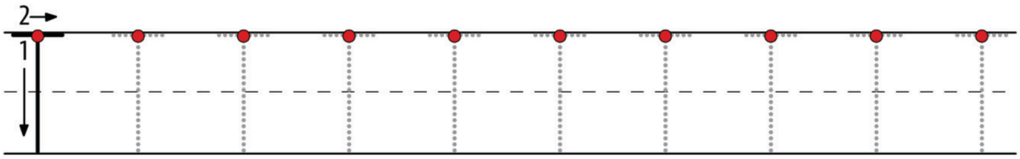


Tt

tiger

7 Trace letter (Tt) in its uppercase and lowercase forms:





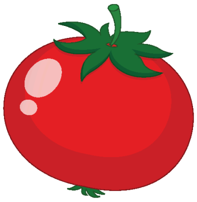
8 Look at the picture then circle the beginning letter:

t i

t i

t i

9 Trace the beginning letter in each word:



tomato

tiger

table

tree

10 Look at the picture then circle the beginning letter:

Tt Mm

Tt Ss

Tt Ii

Tt Pp

Closing Activity

11 Complete and color:

This is my ....

There is a .... in my ....

Group Work Activity

1 Draw and write about yourself:

Examples

- I am funny.
- I have curly hair.
- I am tall.

My name is ________ . I am ________ and ________. I have ______________.

2 Listen to your teacher, and repeat.

teacher

book

bag

pencil

chair

desk

board

Lesson 3: Around My Classroom

3 Listen, point, and repeat.

4 Circle the pictures that you can find in your classroom:

5 Look at the picture and the word. Put a ✔ if they match, and ✘ if they don't:

teacher

sit down

pencil

book

stand up

desk

chair

bag

Closing Activity

6 Match and say:

Sit	up.
Good	down.
Stand	bye!

Group Work Activity

1 Draw 2 objects you see in your classroom:

2 Listen to your teacher and repeat.

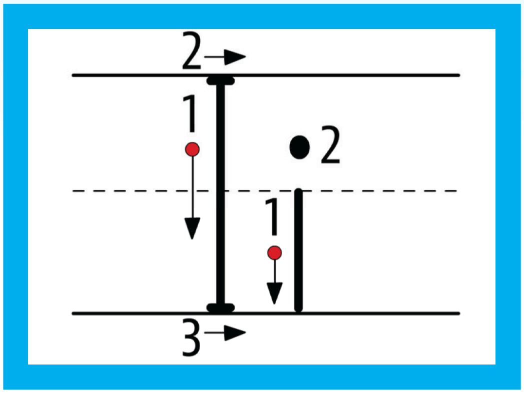
in

ill

insect

ink

3 Trace letter (Ii) in its uppercase and lowercase forms:

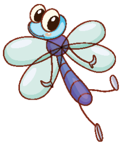
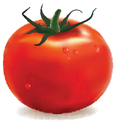


in

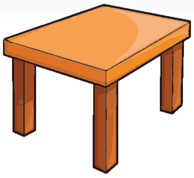
4 Trace letter (Ii) in its uppercase and lowercase forms:

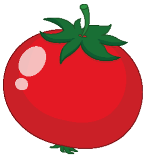
5 Match the objects that start with the letter (Ii):

I i

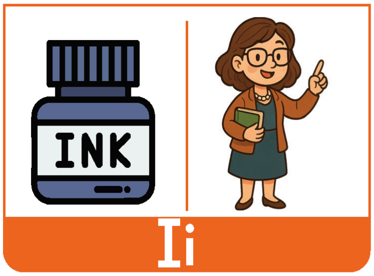



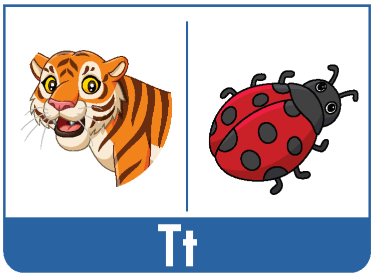
6 Circle all the pictures that start with the letter (Ii):

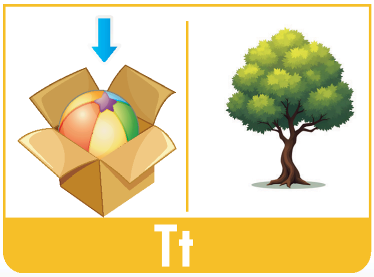


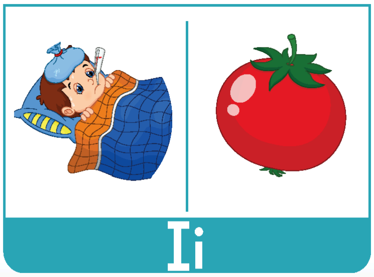


7 **Choose the picture of the word that starts with the following letter:**







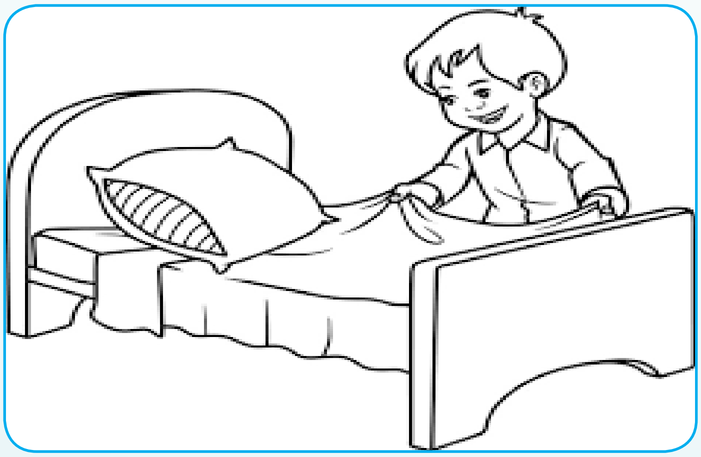


Closing Activity

8 **Trace and write:**

I make my bed to keep it tidy.

....



Unit 2

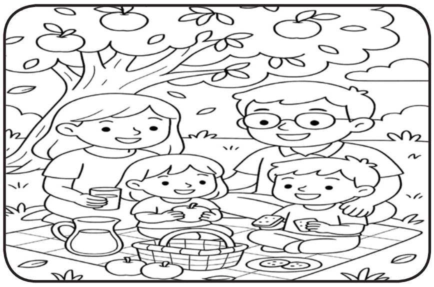
The Garden of Colors and Shapes

Learning Outcomes

- Respond to simple questions using appropriate vocabulary.
- Identify the formation, sound, and words that begin with the letters Ss and Aa.
- Use short phrases to describe nearby objects.
- Recognize and name colors through familiar objects.
- Identify and name basic 2D shapes.
- Trace letters Ss and Aa in their uppercase and lowercase forms.

Group Work Activity

1 Color the picture:



2 Listen to your teacher, point, and repeat:

Vocabulary

sky

butterfly

bird

tree

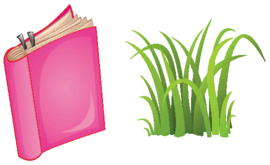
grass

flower

Find and Circle

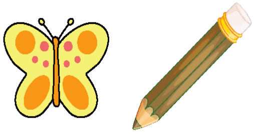
Circle the pictures that you can find in the garden:

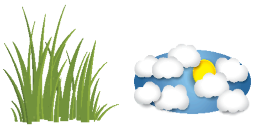
3 Listen, point, and circle:

grass 

tree

flower

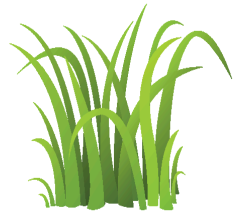
butterfly 

sky 

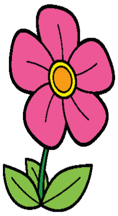
bird

✓ OR ✗

4 Look at the picture and the word. Put a ✓ if they match, and ✗ if they don't:



The grass is green. ☐

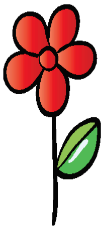


This is a bird. ☐

I can see the sky. ☐

I can see a tree. ☐

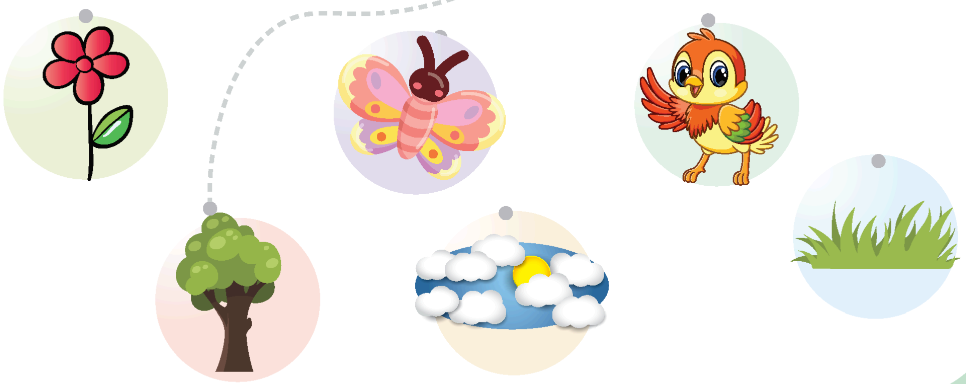
This is a butterfly. ☐



This is a flower. ☐

5 Match the picture with the correct word:

grass	flower	sky	tree	butterfly	bird



Closing Activity

6 Read and complete from the words in the box:

square – mother - blue

1. Look at the sky! It's ....
2. This is my ....
3. It's a ....

Group Work Activity

1 Trace and color the picture:

I love my mom.

2 Listen to your teacher and repeat.

spider

sun

spoon

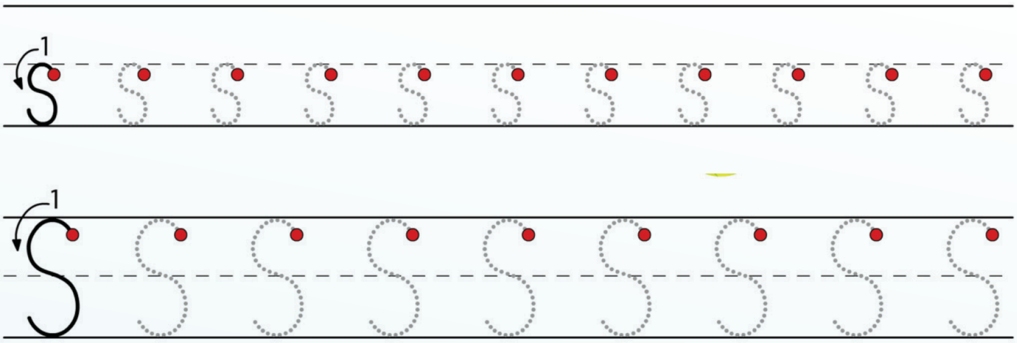
snake

star

3 Trace letter (Ss) in its uppercase and lowercase forms:

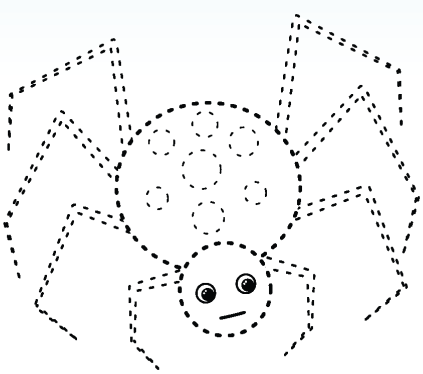
4 **Circle the pictures that start with the letter (Ss):**

5 **Trace letter (Ss) in its uppercase and lowercase forms:**



6 **Trace and color the pictures that start with the letter (Ss):**

7 Trace and color the pictures that start with the letter (Ss):



8 Trace letter (Ss) in its uppercase and lowercase forms:

s s s s s s s s s s s

S S S S S S S S S

9 Trace the beginning letter:

star

snake

spoon

spider

Closing Activity

10 Write what you can you see in the picture, then color:

....

....

....

....

....

....

Group Work Activity

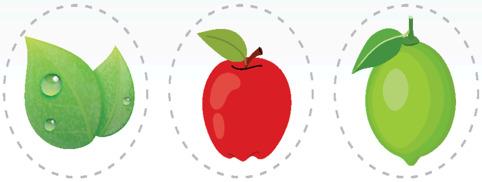
1 Find the words:

- bag
- pen
- book

e	c	w	b	h	d	d	e	e	i	z	v
m	r	n	a	t	b	h	i	p	d	a	b
i	a	h	g	r	e	e	n	b	e	p	o
i	l	r	y	e	l	l	o	w	s	o	o
p	e	n	c	i	l	l	k	o	k	y	k
k	b	a	g	r	e	d	d	c	z	k	c
p	a	p	k	x	w	b	l	a	c	k	h
j	e	z	l	m	p	e	n	i	r	u	m

2 Listen to your teacher, and follow the instructions:

Circle all the yellow objects:



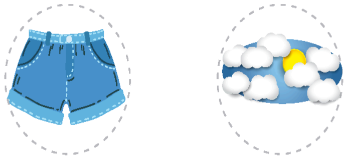
Circle all the green objects:

Circle all the blue objects:

Circle all the red objects:

3 Listen, point, and circle:

The sky is blue.



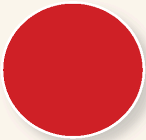
The grass is green.

The sun is yellow.

The flower is red.

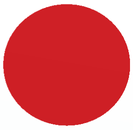
Listen, point, and repeat:

square


circle

triangle

rectangle


What shape is this?
This is a circle.

What shape is this?
This is a square.

What color is the square?
The square is blue.

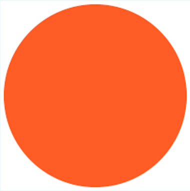
What color is the triangle?
The triangle is yellow.

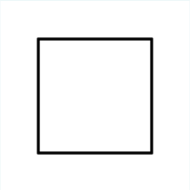
The triangle has 3 sides.

The rectangle has 4 sides.

Closing Activity

4 Unscramble and write:


iclcre


sraueq
------

ophne

Group Work Activity

1 Match the capital letters with the small letters:

T	a
I	t
S	s
A	i

2 Listen to your teacher and repeat.

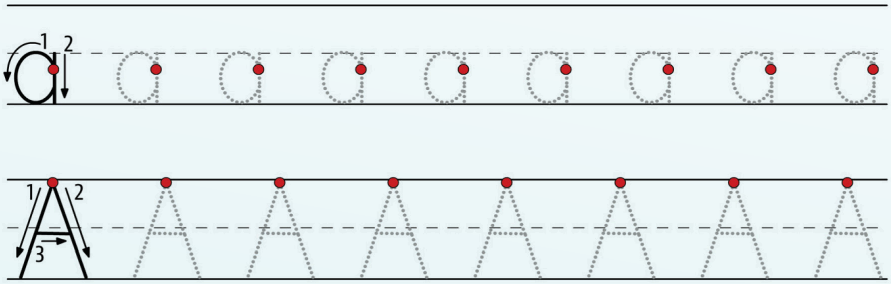
ant

axe

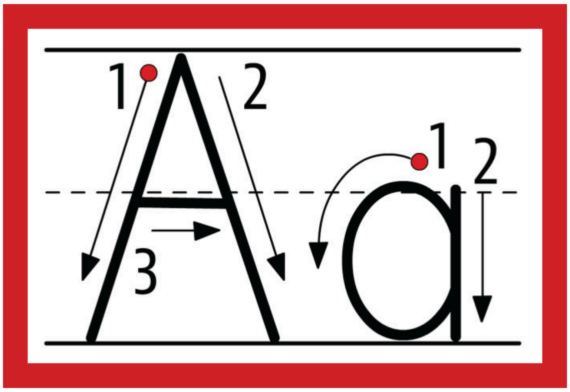
arrow

apple

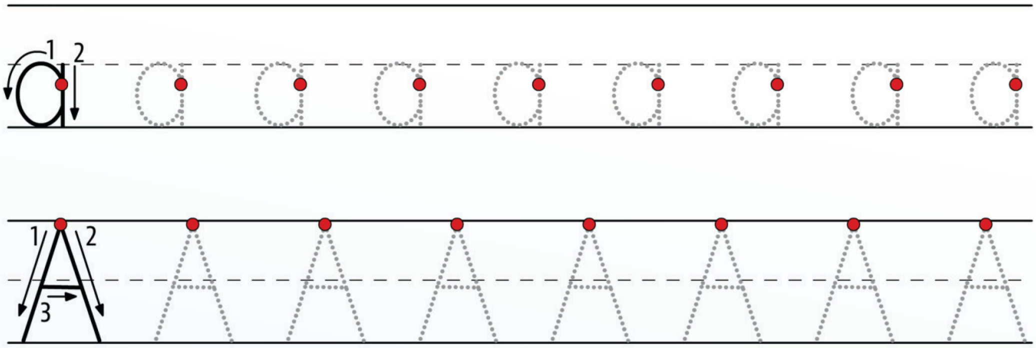
3 Trace letter (Aa) in its uppercase and lowercase forms:



4 Trace letter (Aa) in its uppercase and lowercase forms:



apple



5 Match the objects that start with the letter (Aa):

Aa

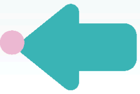
6 Match the picture with the correct word then trace the letter:

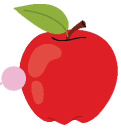
apple

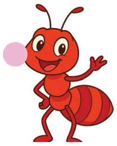
ant

arrow

axe

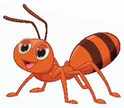


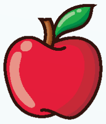




7 Trace the beginning letter in the word:

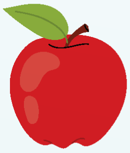
axe

 ant

 apple

arrow

8 Look at the picture, then circle the beginning letter:



Aa Pp

Tt Aa

Ss Aa

Ii Aa

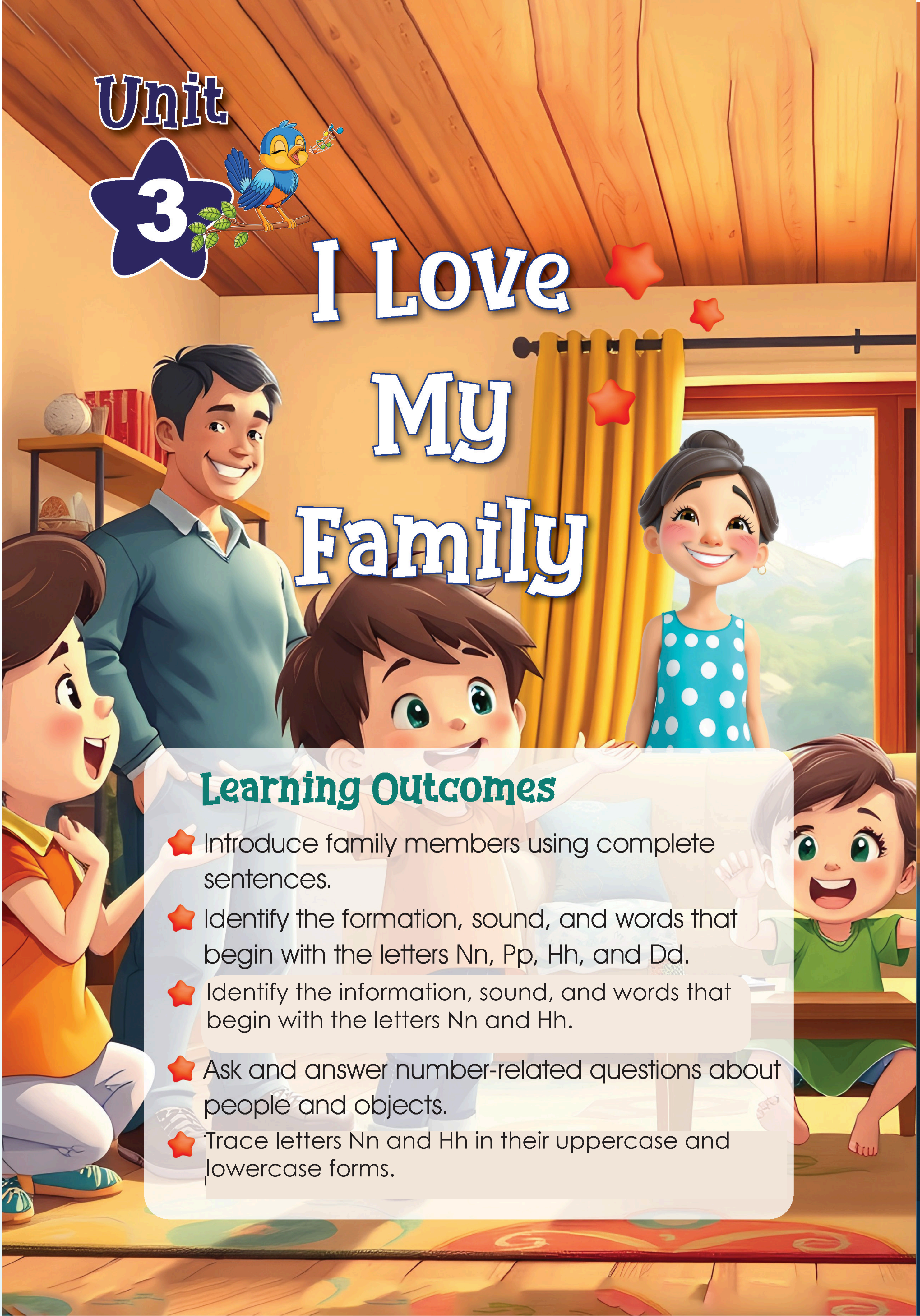
Closing Activity

9 Look and match:

arrow	
baker	
cake	

Unit 3

I Love My Family



Learning Outcomes

- Introduce family members using complete sentences.
- Identify the formation, sound, and words that begin with the letters Nn, Pp, Hh, and Dd.
- Identify the information, sound, and words that begin with the letters Nn and Hh.
- Ask and answer number-related questions about people and objects.
- Trace letters Nn and Hh in their uppercase and lowercase forms.

Group Work Activity

1 What can you see?

....

....

....

2 Listen to your teacher and repeat.

father

mother

parents

grandmother

brothers

sisters

grandfather

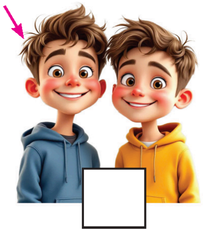
3 Listen, point, and write (✓) next to the matching picture:

grandfather

parents

mother

brother



4 Listen, look at the picture, then circle the correct word:

Who's this?

This is my... (sister - brother)

Who's this?

This is my... (mother - father)

Who's this?

This is my... (brother - grandmother)

5 Match the picture with the correct word:

father	mother	brother	sister	grandmother	grandfather

6 Look at the picture, read, then choose the correct answer:

This is my
(brother - grandmother)

This is my
(father - mother)

I have
2 (brothers - sisters)

I have
2 (brothers - sisters)

Closing Activity

7 Supply the missing letters:

f-ther

pa-k

col-r

Group Work Activity

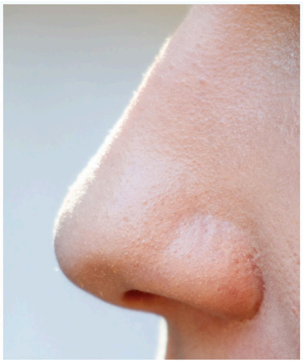
1 Trace the letters:

Aa Bb Cc Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

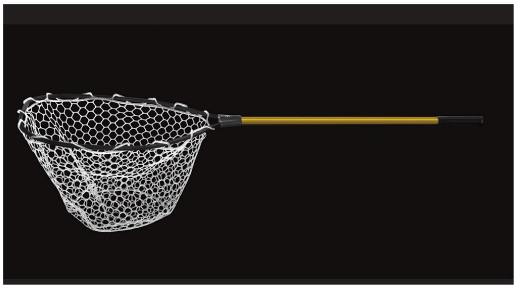
2 Listen to your teacher and repeat.

nurse

nail


nose

neck

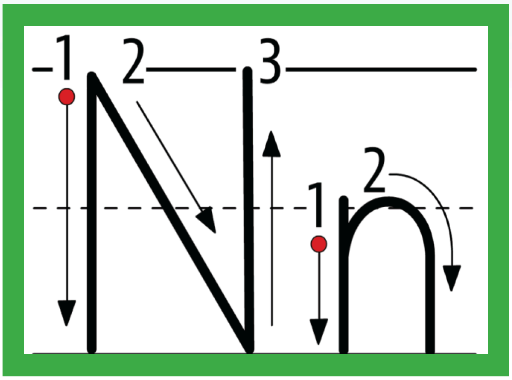

net

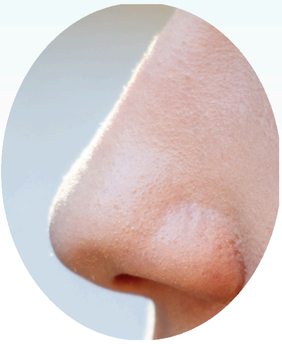
3 Trace letter (Nn) in its uppercase and lowercase forms:

n n n n n n n n n n

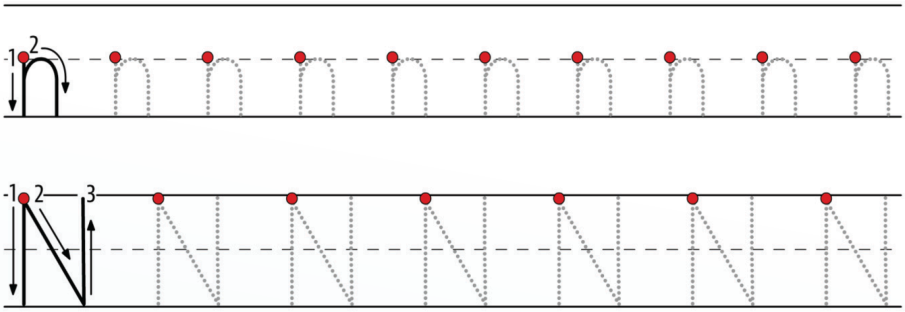
N N N N N N N

4 Trace letter (Nn) in its uppercase and lowercase forms:

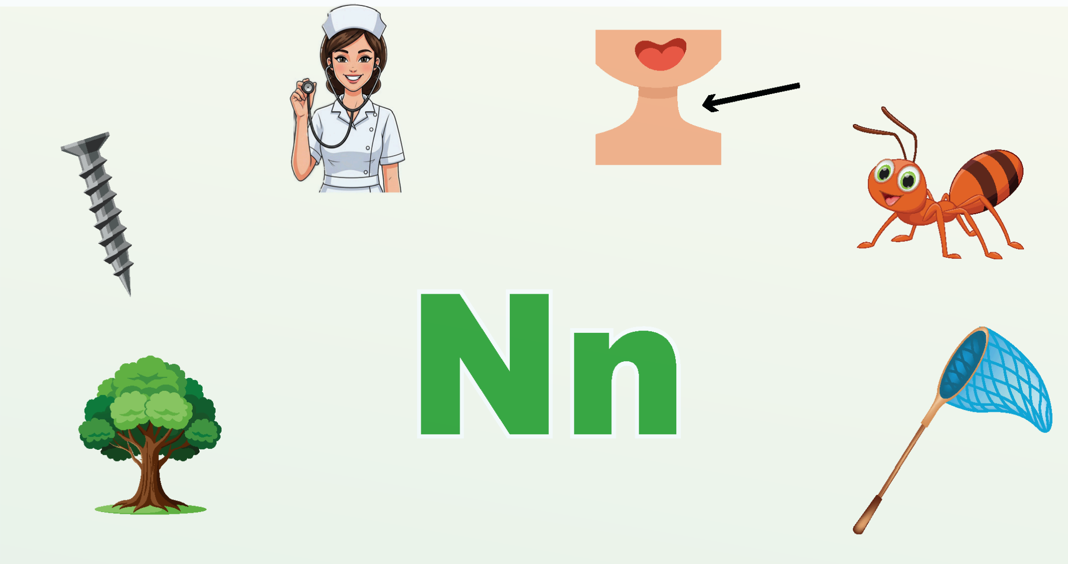




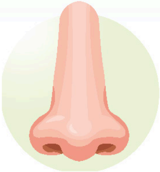
nose



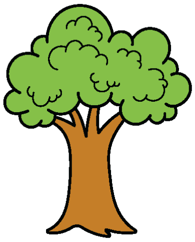
5 Circle the objects that start with the letter (Nn):

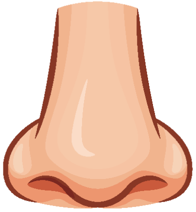


6 Look at the picture, name it, then trace:

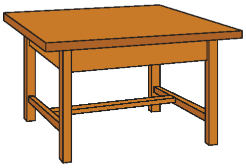


7 Look at the picture and circle the beginning letter:


Tt Nn


Ss Nn

Aa Nn


Tt Nn

Aa Nn

Closing Activity

8 Circle the odd sound word out:

1- rose – nose – sister

2- rain- duck- stuck

3- net- vet – nose

Group Work Activity

1 Reorder the words to make sentences:

1- is – my – **This** - brother.

....

2- yellow - **The** - is – sun.

....

3- name - your - is - **What** ?

....

2 Listen to the teacher, point, and count:

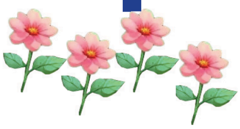
Numbers and Values

1

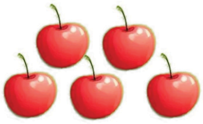
2

3

4



5



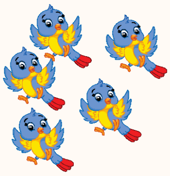
How many books are there?

There are 4 books.

How many butterflies are there?

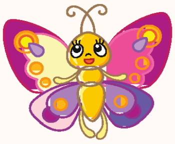
There is 1 butterfly.

I have 1 brother.

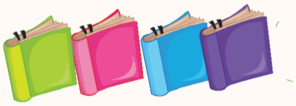


I see 5 birds.

I have 2 sisters.

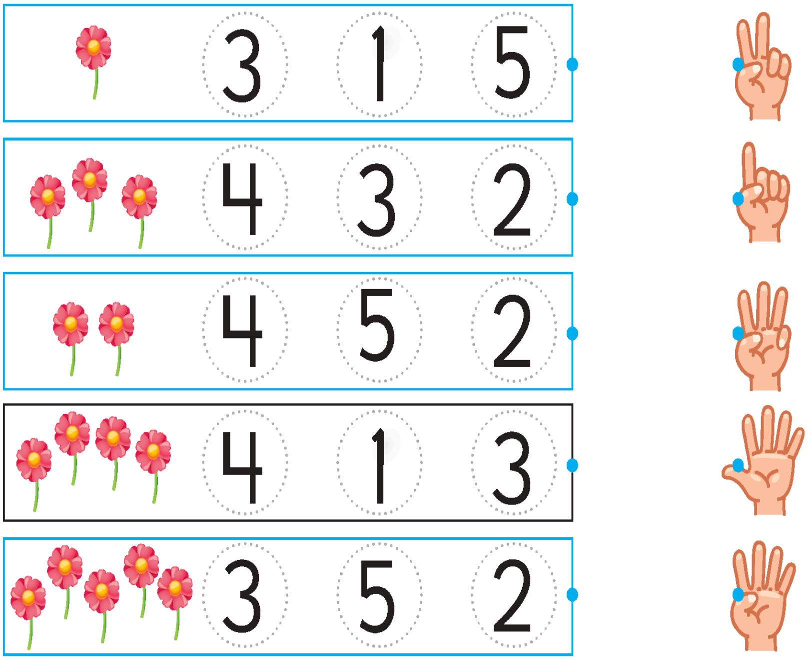


There is 1 butterfly.



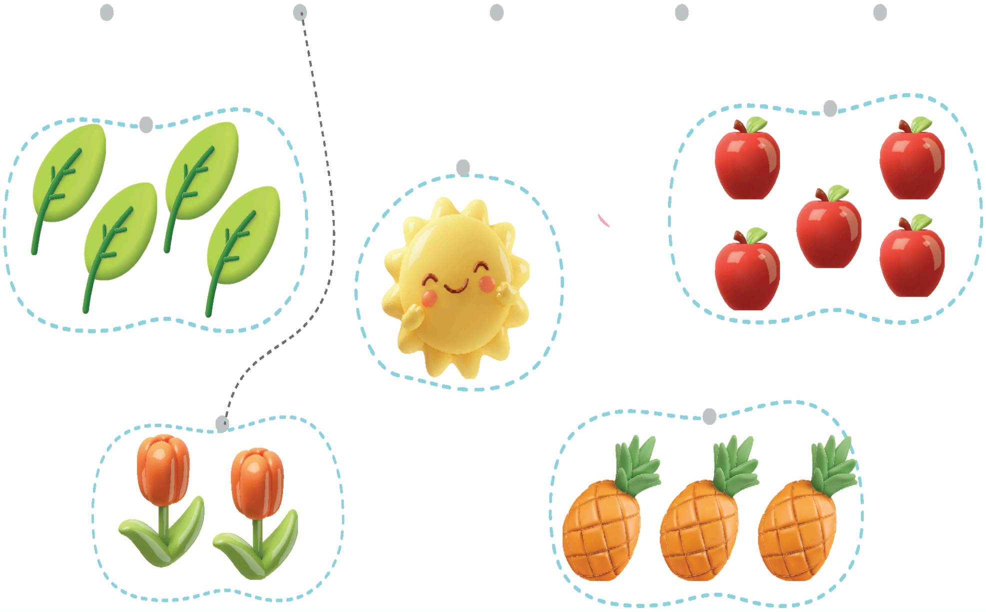
There are 4 books.

3 Count, circle the correct number, then match:



4 Count the objects and match them with the correct number:

1 2 3 4 5



5 Look at each picture, count the objects, then circle:

How many pencils are there?

There are (2 - 3) pencils.

Count the bags:

There are (1 - 4) bags.

How many stars are there?

There are (3 - 5) stars.

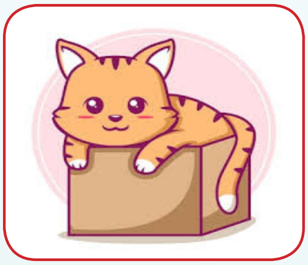
6 Trace the numbers (1 – 5):

	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5

Closing Activity

7 Look, read, and complete:

I have ..... sisters.



The cat is ..... the box.

Group Work Activity

1 Unscramble and write:

aply
....

andst
....

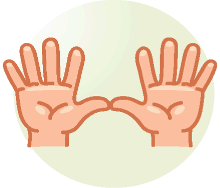
tis
....

2 Listen to your teacher and repeat.

hat

hair

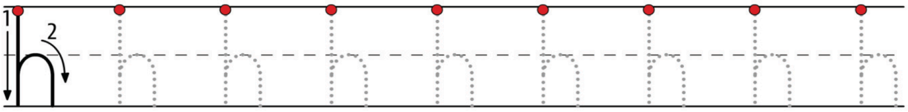
Hh

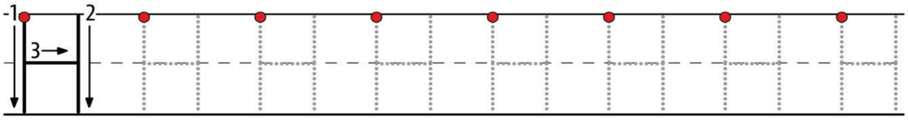

hands

horse

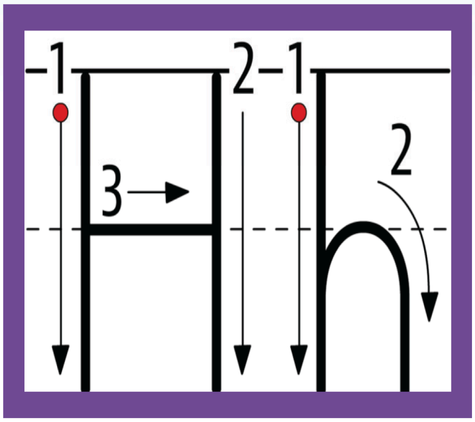
house

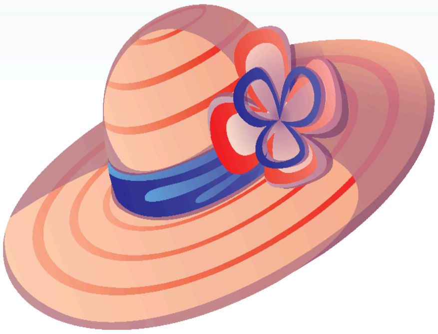
3 Trace letter (Hh) in its uppercase and lowercase forms:



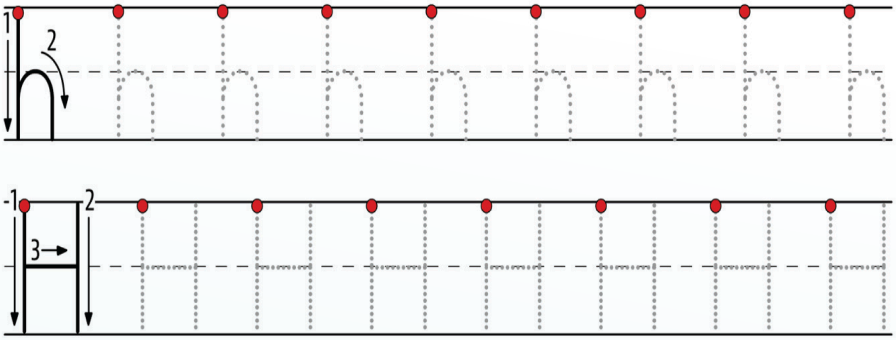


4 Trace letter (Hh) in its uppercase and lowercase forms:





hat



5 Look at the picture, then circle the beginning letter:

Aa
Hh
Nn

Hh
Aa
Ss

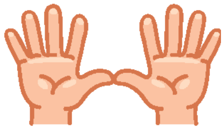
Pp
Tt
Hh

6 Look, say, then trace the beginning letter:

hair

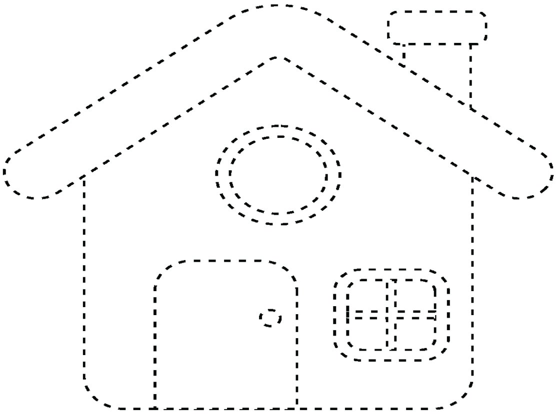
horse

house



hands

7 Trace the object and the letter, then color:



Hh

Closing Activity

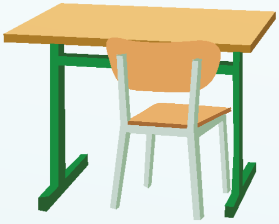
8 Trace, read, and copy:

This is my grandmother. She is kind.

....

Review 1

1 **Match the picture with the correct word:**



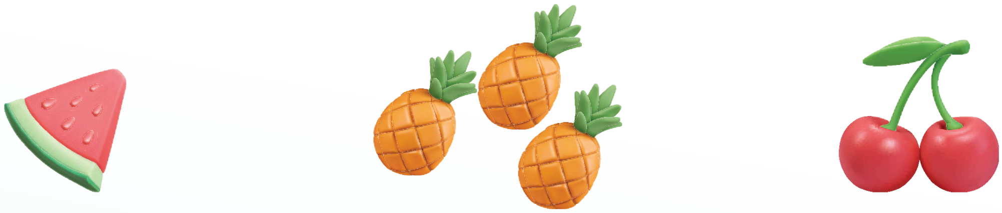
	pencil	
	play	
	hello	
	book	
	shake hands	
	desk	

Review 1

2 **Put ✓ or ✗ :**

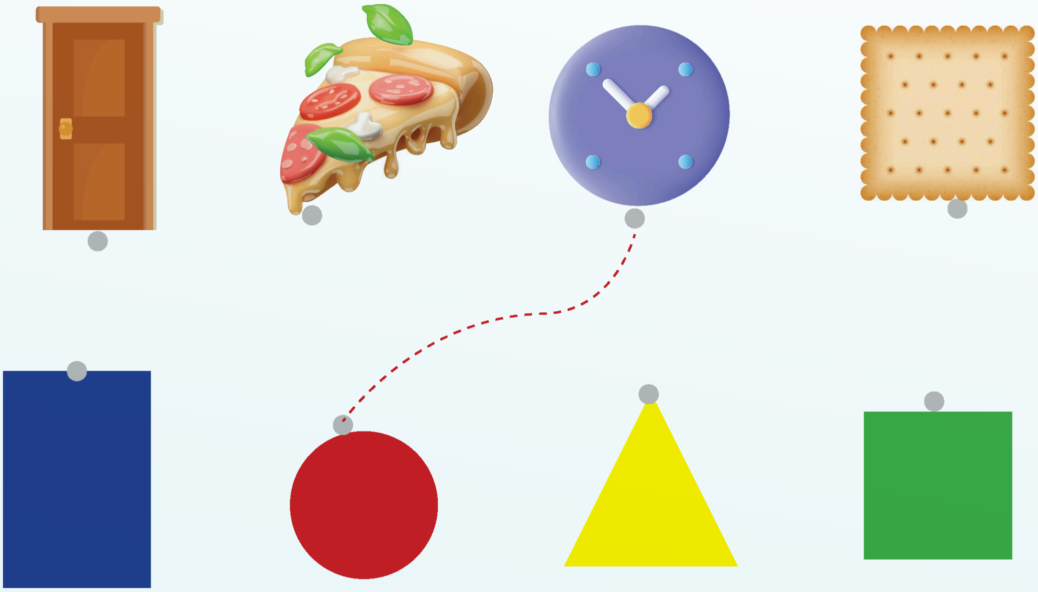
The grass is green. ☐	The sky is yellow. ☐
The sun is blue. ☐	The flower is red. ☐

3 **Count and match:**



3 2 1

4 **Match the picture with the shape:**



Review 1

5 Look at the picture, name it, then circle the beginning letter:

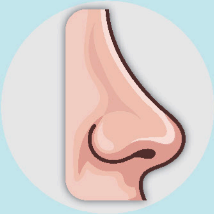
a – s – t

s – d – n

t – i – p

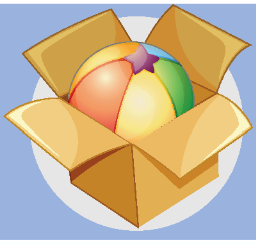
6 Circle the pictures that start with the given letter:

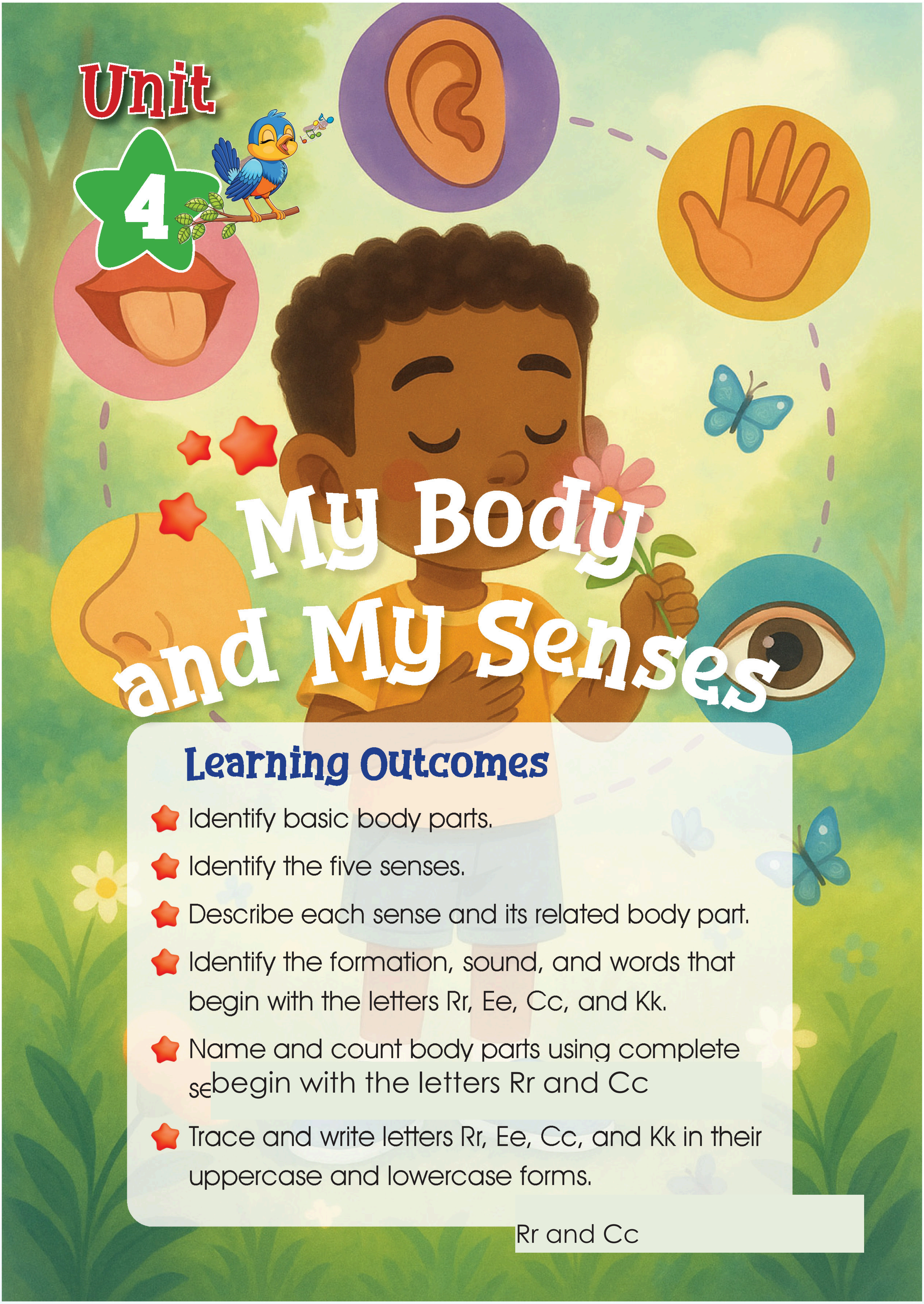
Tt



Hh

Aa





Unit 4

My Body and My Senses

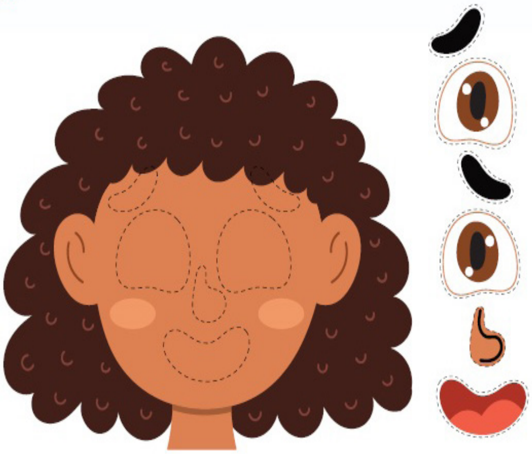
Learning Outcomes

- Identify basic body parts.
- Identify the five senses.
- Describe each sense and its related body part.
- Identify the formation, sound, and words that begin with the letters Rr, Ee, Cc, and Kk.
- Name and count body parts using complete se begin with the letters Rr and Cc
- Trace and write letters Rr, Ee, Cc, and Kk in their uppercase and lowercase forms.

Rr and Cc

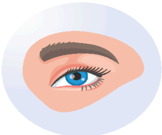
Group Work Activity

1 Draw the missing parts of the face:



Vocabulary

head


eye

ear

nose

mouth

tongue

arms

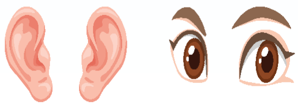
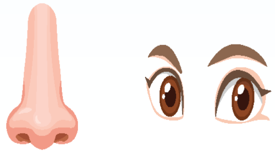
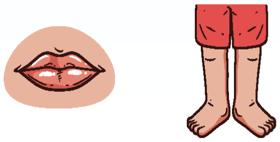
hand

legs

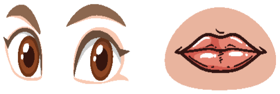
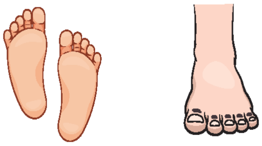
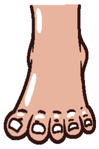
foot / feet

toes

2 Listen, point, and circle:

I have 2 eyes. I have 1 nose. I have 2 legs.

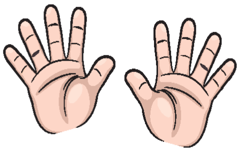
I have 1 mouth. I have 2 feet. I have 5 toes.

3 Listen, count, and choose the number:

I have (1 - 2) arms.

I have (1 - 2) eyes.

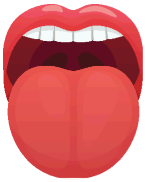
I have (1 - 2) head.

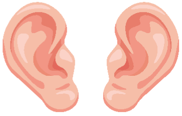


I have (1 - 2) hands.

4 Listen, look, then match:

eyes	ears	tongue	hand

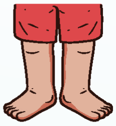




5 Listen, point, then circle:

I have 2 of them.

I have 1.



I have 2 of them.

Closing Activity

6 Read and reorder to make sentences:

1-were- playing- in- **They**- park.- the

....

2- mouth.- 1- have- **I**

....

3- 2 – feet.- have- **I**

....

Group Work Activity

1 Trace the words

mother father

sister brother

grandmother grandfather

2 Listen to your teacher and repeat.

red

ring

rabbit

robot

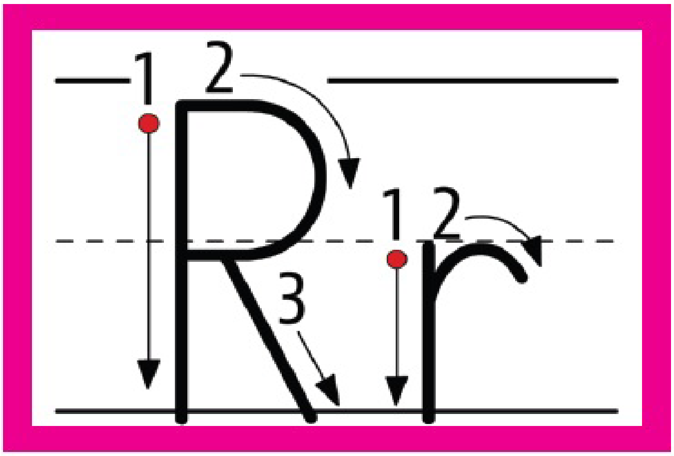
rocket

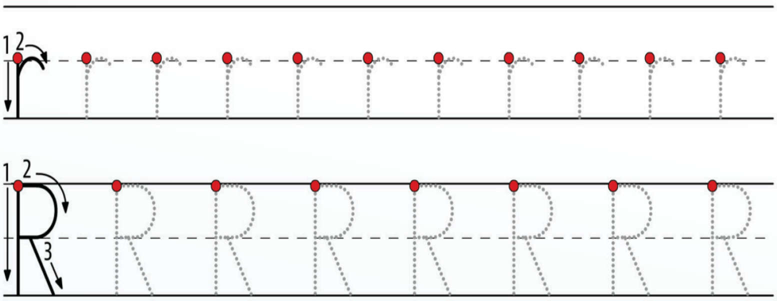
3 Trace and write the letter (Rr) in its uppercase and lowercase forms:

r r r r r r r r r r r

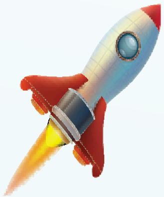
R R R R R R R R

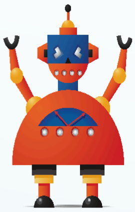
4 Trace and write the letter (Rr) in its uppercase and lowercase forms:





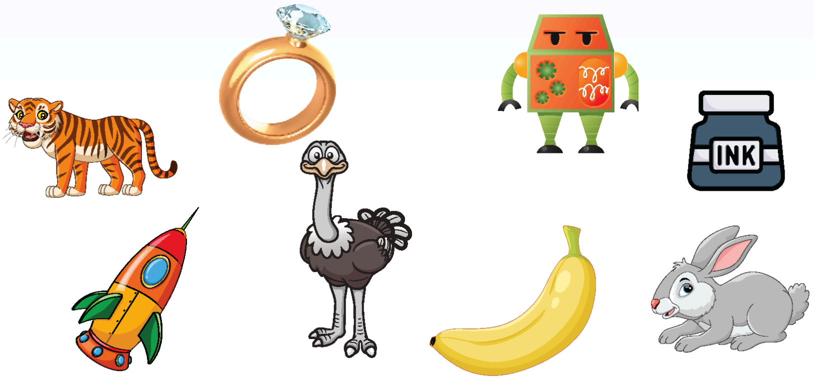
5 Circle the objects that start with the letter (Rr):



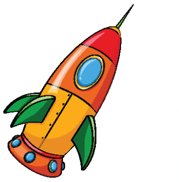


Rr

6 Circle the pictures that start with the letter (Rr):



7 Look, say, then trace the beginning letter of the word:


rocket

rabbit

ring

red

robot

Closing Activity

8 Look at the list of the words below, and sort:

city – nose – ring- ice- rabbit- rose

/s/ sound	/r/ sound	o-e

Group Work Activity

1 Re-arrange the words to make sentences:

1- **I** – 2 - have – eyes.

....

2- are - 4- books – **There**.

....

3- blue – **The** - is – sky.

....

2 Look, listen, and point:

My 5 Senses

I can taste with my tongue.

I can hear with my ears.

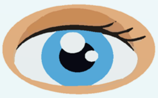
I can smell with my nose.

I can touch with my hands.

I can see with my eyes.

hear

touch


see

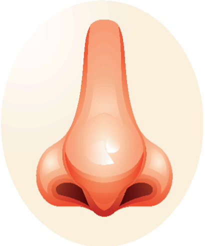
taste

smell

3 Listen, look at the picture, then circle:

I can ..... with my eyes.
(see - taste)

I can ..... with my ears.
(touch - hear)

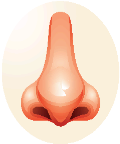


I can ..... with my nose.
(smell - see)

I can ..... with my tongue.
(hear - taste)

4 Listen, look at the picture, then match:

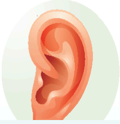
I can see with my eyes.



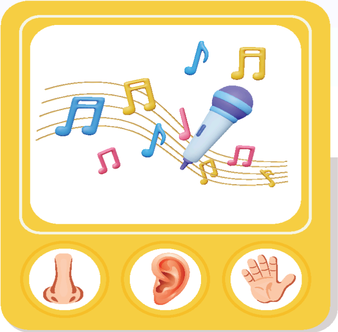
I can smell with my nose.

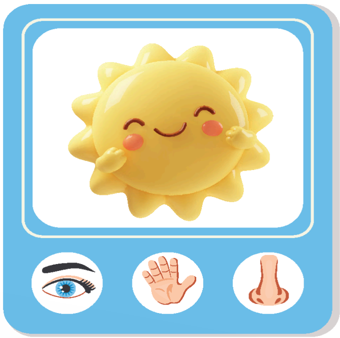
I can taste with my tongue.

I can hear with my ears.

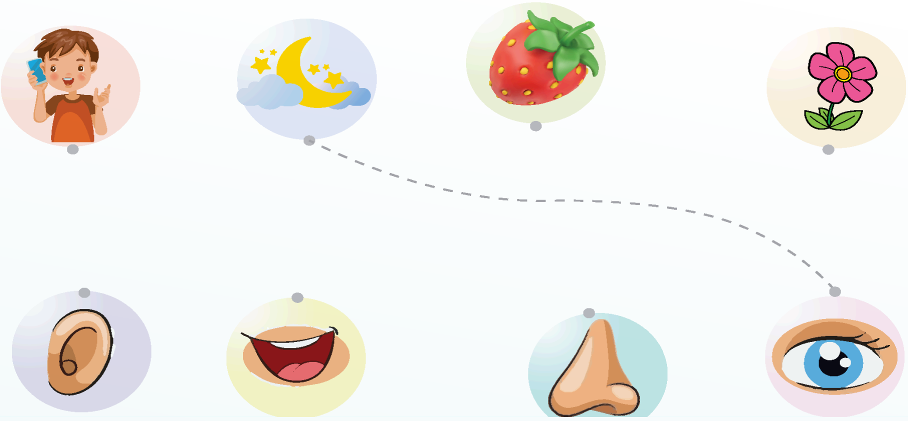


5 **Look at the picture and circle the sense you use:**





6 **Look at the picture and match it to the sense:**



Closing Activity

7 **Read and choose the correct word:**

I am Omar. I have 5 senses. I can taste with my tongue. I can hear with my ears. I can touch with my hands. I can see with my eyes. I can smell with my nose.

1- I can see with my .... **(nose - eyes)**

2- I have ....senses. **(5 - 3)**

3- I can .... with my tongue. **(hear - taste)**

Group Work Activity

1 Write the capital letters for these small letters:

s	-
r	-
n	-
h	-

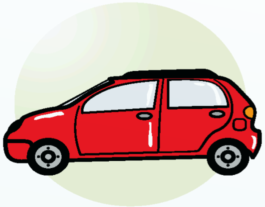
2 Listen to your teacher and repeat.

carrot

cake

cat

cup



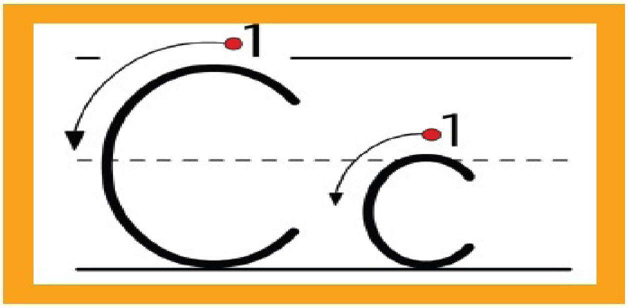
car

3 Trace and write the letter (Cc) in its uppercase and lowercase forms:

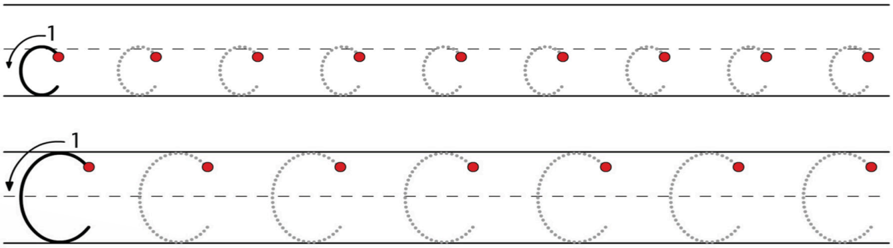
c c c c c c c c c

C C C C C C C

4 Trace and write the letter (Cc) in its uppercase and lowercase forms:



cat



5 Circle the objects that start with the letter (Cc):

6 Color the picture, then trace the letters:

Cc

7 Look, say, then trace the beginning letter of the word:

cake

car

carrot

cat

Closing Activity

8 Trace the words:

cat

teeth

Unit 5

On the Farm

Learning Outcomes

- Name farm animals and the food they give using complete sentences.
- Answer simple questions related to counting and describing animals.
- Identify the formation, sound and words that begin with the letters Mm and Ff.
- Describe animal sizes using opposite words.
- Recognize the formation of numbers 6 to 10 and match them with their correct values.
- Trace and write letters Mm and Ff in their uppercase and lowercase forms.

Group Work Activity

1 Circle the odd word out:

1- pencil – book – bag- tree

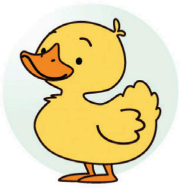
2- mother - brother – red – sister

3- red – blue – yellow – chair

2 Listen and repeat:

cow

The cow is big.

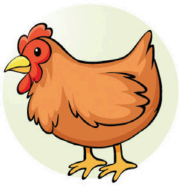


duck

The duck is small.

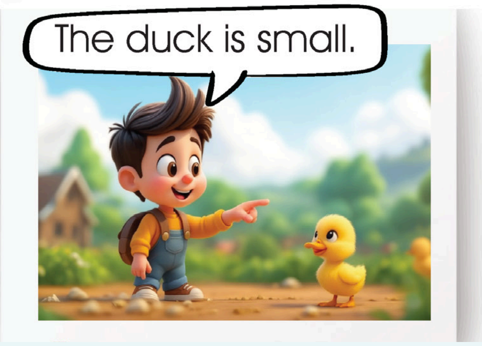
horse

The horse is big.

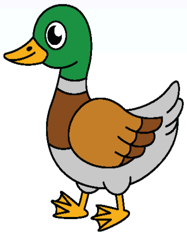


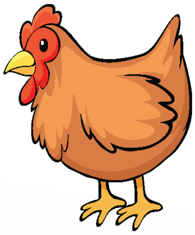
chicken

The chicken is small.



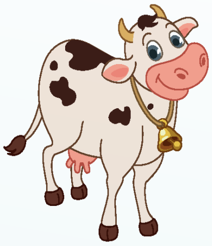
3 Circle the animals that belong to the farm:





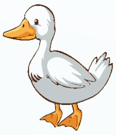
4 Mark the picture that matches each sentence:

The cow is big.



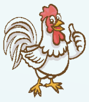
☐ ☐

The duck is small.



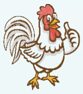
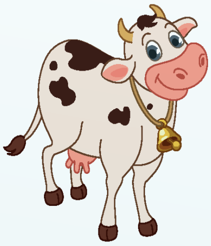
☐ ☐

The horse is big.



☐ ☐

The chicken is small.

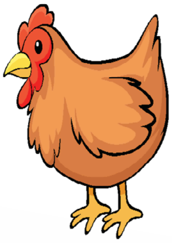
☐ ☐

5 Write ✓ if the word matches the picture, and ✗ if it doesn't:

cow ☐

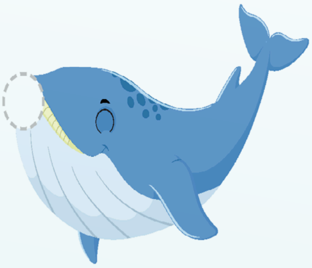
horse ☐

duck ☐



chicken ☐

6 Circle the pictures that show something **big**:

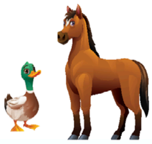


7 Listen, point, and circle:

The chicken is small.

The cow is big.

The horse is big.


The duck is small.

Closing Activity

8 Read and complete from the words in the box:

small – horse - animals - big

Noor : Do you see the ....?

Ziad : Yes! The horse is ....

Noor : What about the chicken?

Ziad : The chicken is ..... .

Noor : I love farm ....!

Group Work Activity

1 Look, read, and complete:

a	b	◯	d	e	◯	g
h	◯	j	k	l	◯	n
o	◯	q	r	◯	t	u
v	◯	x	y	◯		

2 Listen to your teacher and repeat.

moon

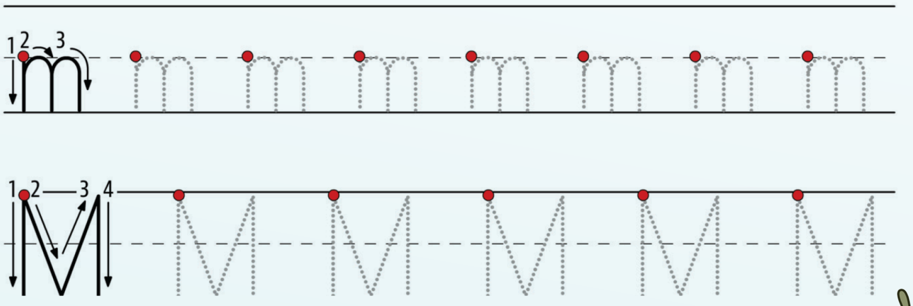
milk

monkey

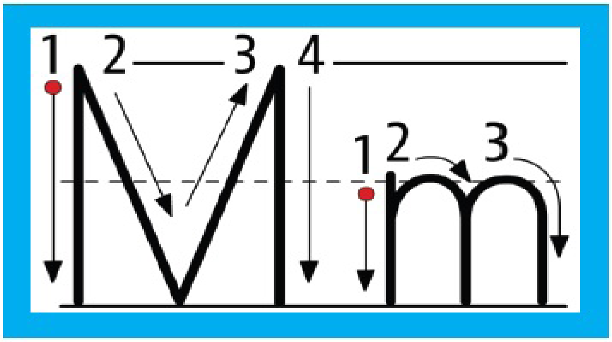
mango

mouse

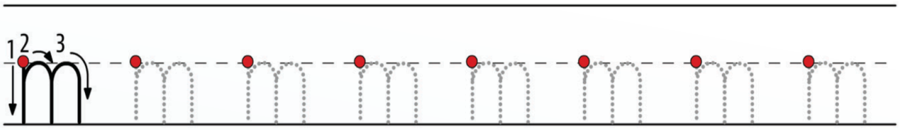
3 Trace and write the letter (Mm) in its uppercase and lowercase forms:

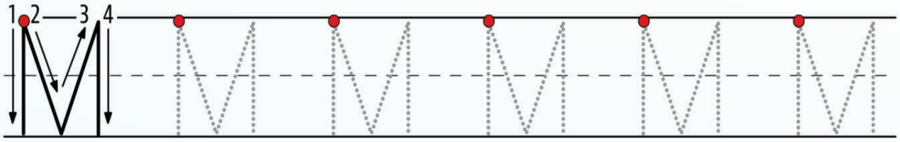


4 Trace and write the letter (Mm) in its uppercase and lowercase forms:



milk





5 Circle the objects that start with the letter (Mm):

M m

6 Look at the pictures, and circle the beginning letter:

a g m

h b m

7 Look, say, and write the missing letter:

___ouse

___ango

8 Look at the pictures, and circle the beginning letter:

a m

m g

Closing Activity

9 Read and reorder to make sentences:

1- felt - tired – Salma .

....

2- was - The - happy - teacher .

....

3 - project - the – finished – They .

....

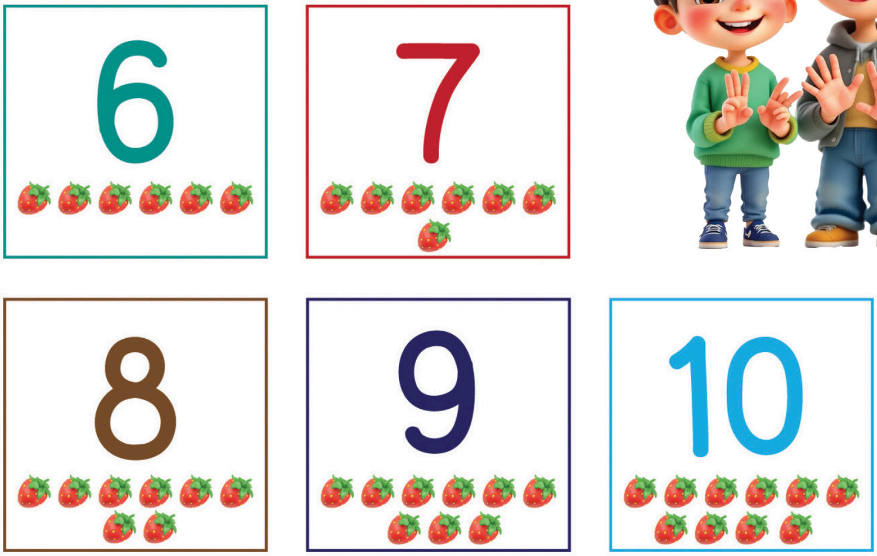
Numbers from 6 to 10

Group Work Activity

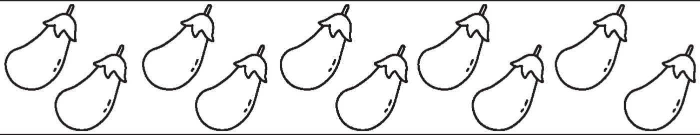
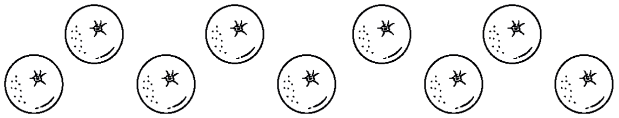
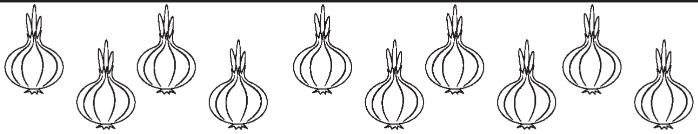
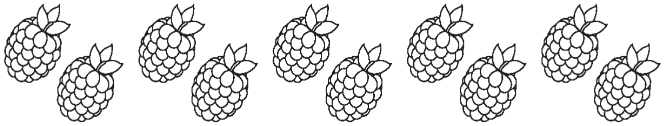
1 Look, read, and complete:

A	○	C	D
○	F	G	H
I	○	K	L
M	○	O	○
Q	R	S	○
U	V	W	○
Y	Z		

2 Listen, count, and repeat.

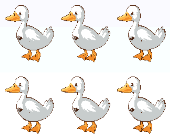
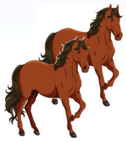


3 Look at the number. Color the correct number of objects, then trace:

6		6
7		7
8		8
9		9
10		10

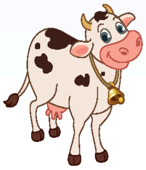
4 Listen, count, and ✓ the correct picture:

I can see 6 ducks.

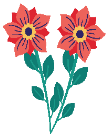
☐ ☐

I can see 7 birds.



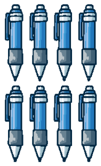
☐ ☐

I can see10 stars.



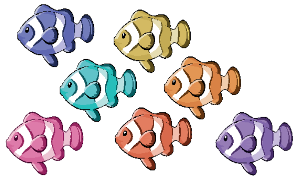
☐ ☐

I can see 8 pens.



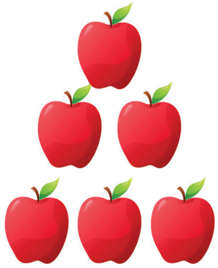
☐ ☐

5 Write ✓ if the word matches the picture, and ✗ if it doesn't:



☐ 6

☐ 8

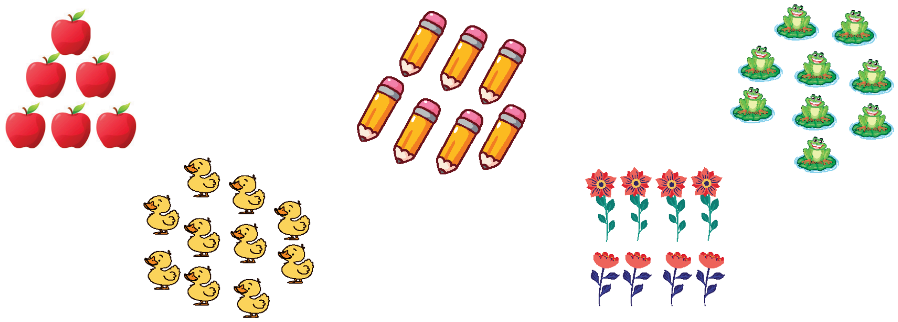


☐ 8

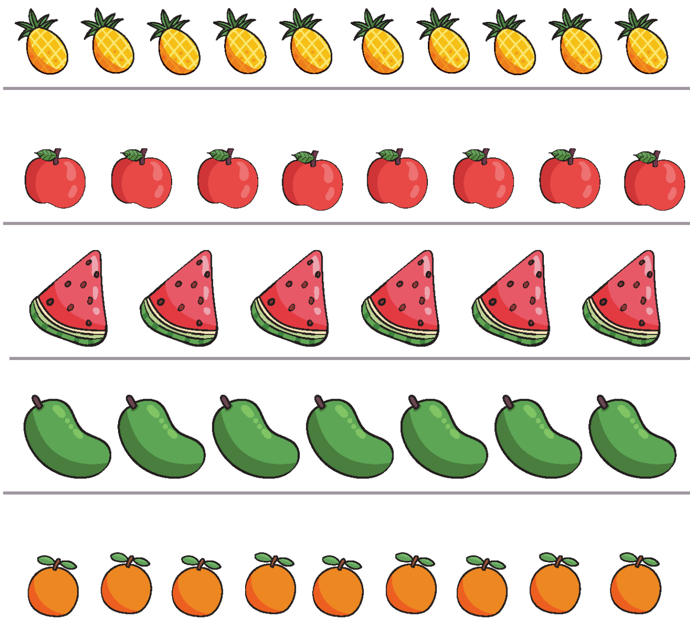
☐ 9

6 Count the objects and match them to the correct number:

6 7 8 9 10



7 Count the fruits and write the number in the box:



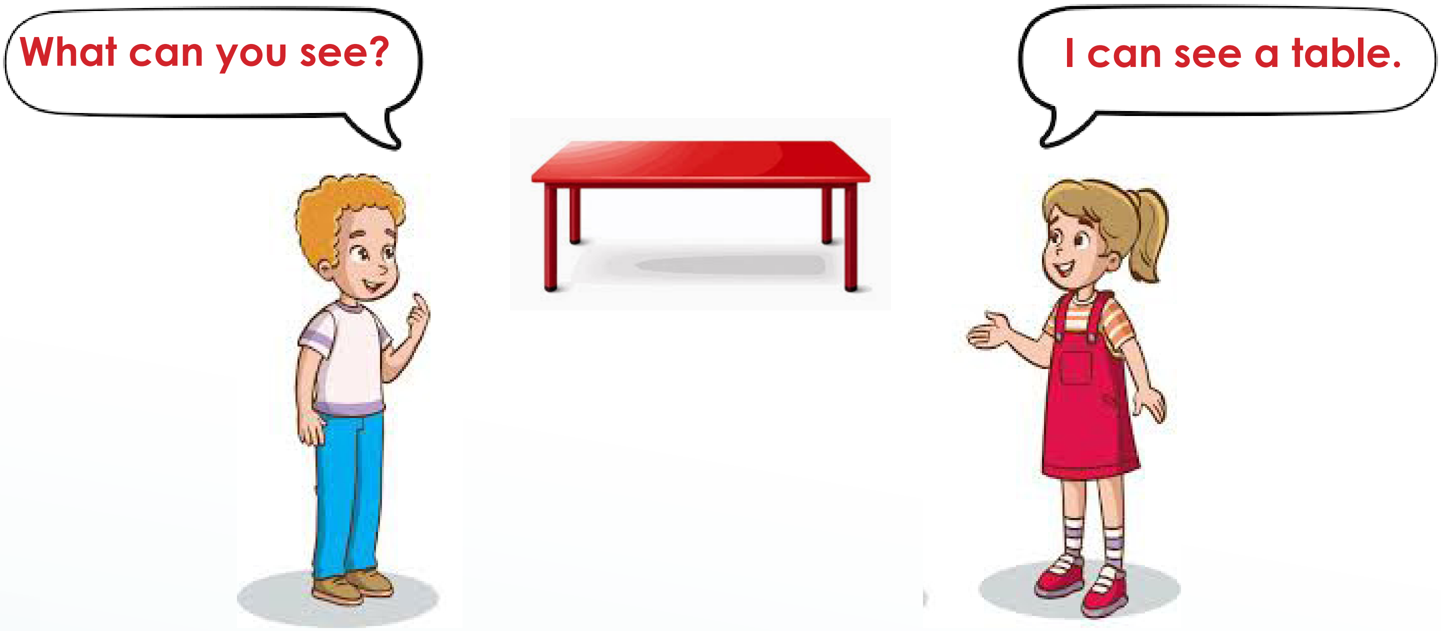
Closing Activity

8 Trace and copy:

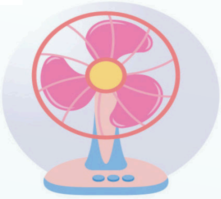
How many horses can you see?

Group Work Activity

1 Practice with your friends:



2 Listen to your teacher and repeat.


fan

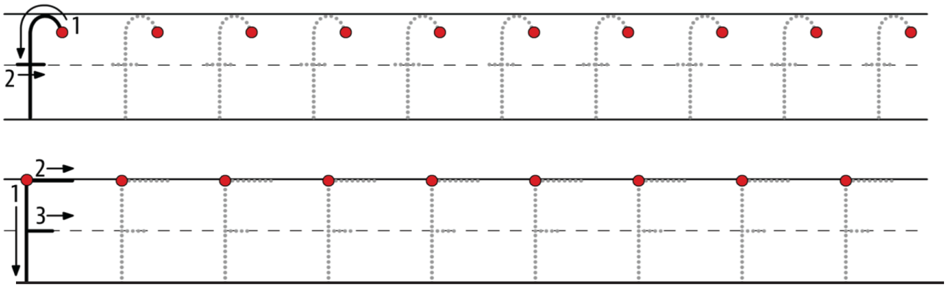
fox

fish

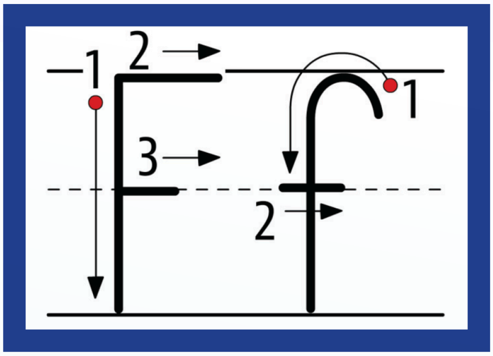
fork

frog

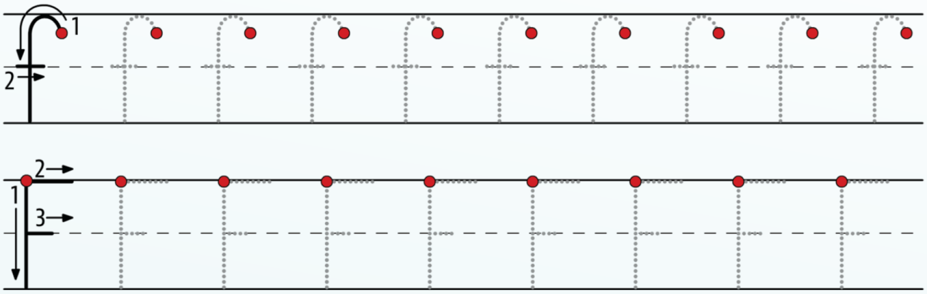
3 Trace then write the letter (Ff) in its uppercase and lowercase forms:



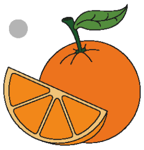
4 Trace and write letter (Ff) in its uppercase and lowercase forms:



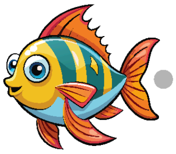
fish



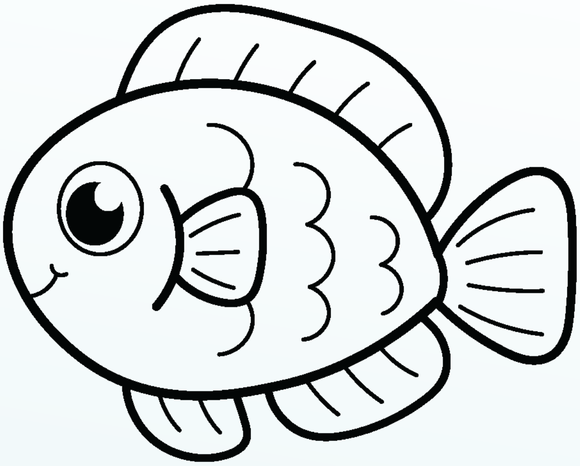
5 Look, say, and match the pictures that start with the letter (Ff):

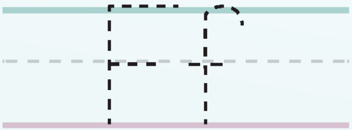


F f



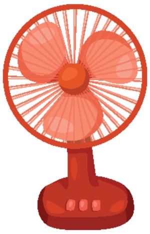
6 Color the picture, and trace the beginning letter:





7 Look, say, and trace the beginning letter of the word:

frog

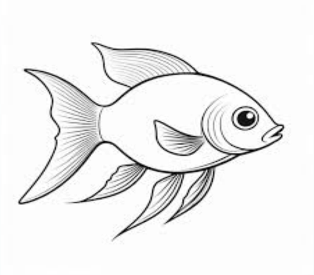


fan

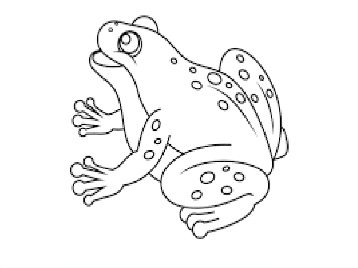
fork

Closing Activity

8 Trace and color:



I can see a fish.

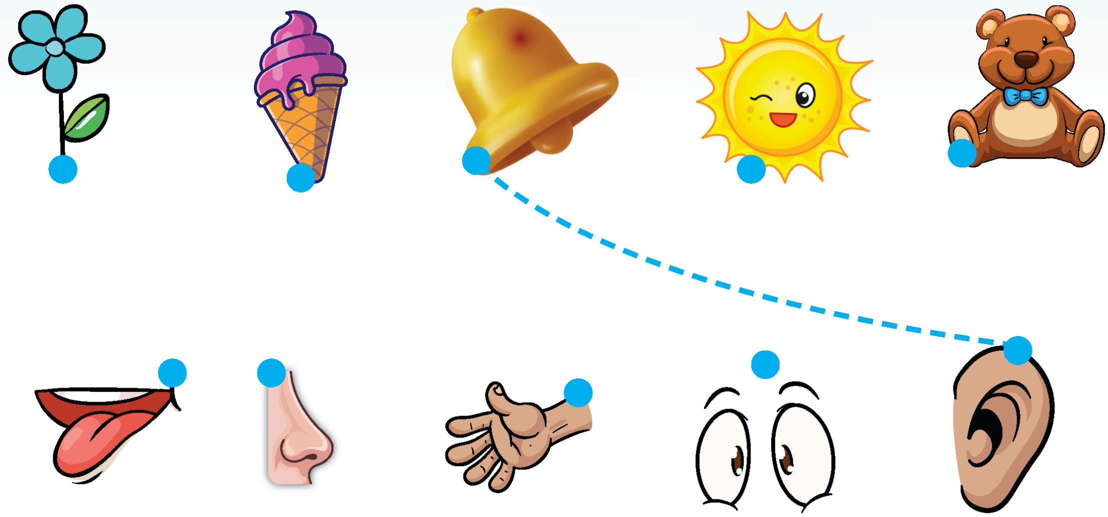


The frog is green.

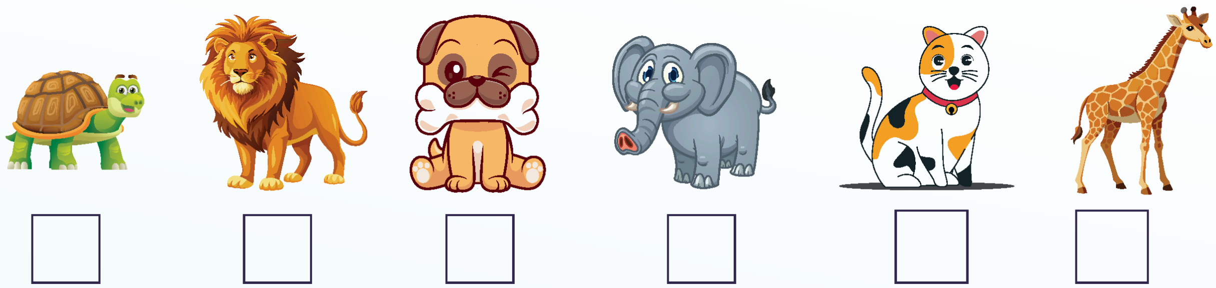
This is a small, brown fox.

Review 2

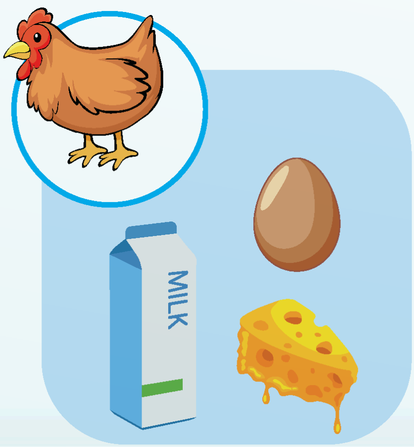
1 Match each sense to its body part:

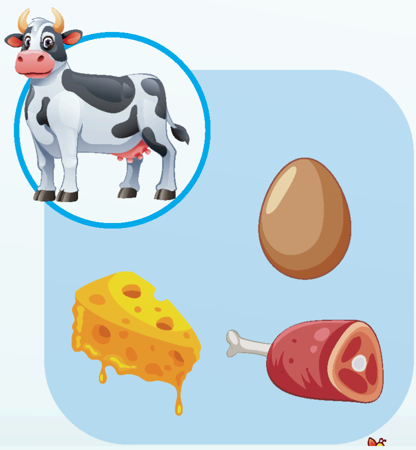


2 Color the squares green if it's a pet:



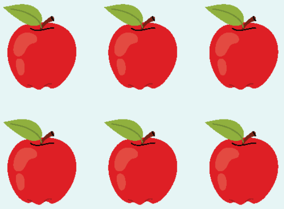
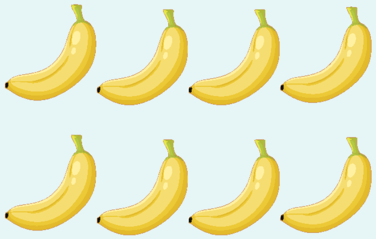
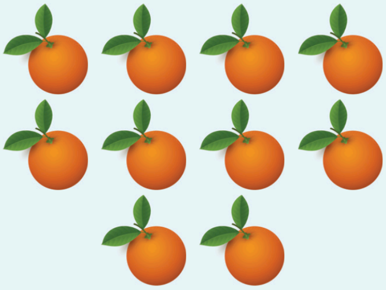
3 Circle what we get from these farm animals:





Review 2

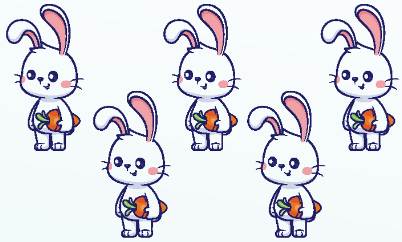
4 Count the fruits and match it to the correct number:

8 6 10

5 Count and circle the correct number:

4 – 9


5 – 7

1 – 3

7 – 6

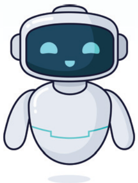
8 – 2

Review 2

6 **Match the picture to its beginning letter:**

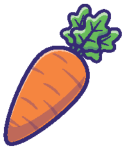
Aa

Gg



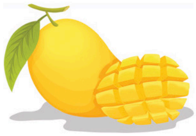
Cc

Rr



Cc

Rr



Kk

Mm

7 **Write the beginning letter:**

___ocket

___oon

___ake

English

Primary 1 - Term 1

Academic Year: 2025/2026

No part of this publication may be reproduced, stored in a retrieval system,
or transmitted in any form or by any means–electronic, photocopying, recording, or otherwise–without prior written permission of the Ministry of Education and Technical Education.

Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

Developed and produced with the participation of

the Content Department Team

at Selah El Telmeez Publishing and Printing Company

Reviewed by:

Prof. Attia El-Sayed | Prof. Zeinab El-Naggar

Dr. Mai Kamal | Prof. Nagwa Younis

Ms. Amira Awaad

The Central Administration for Curriculum Development:

Dr. Amira Fawzy Ahmed | Ms. Eman Mahmoud Youssef

Dr. Shaimaa Salah El Din Afify | Ms. Rabab Abdelaziz Zidan

Adapted for Community Schools by

Dr. Shaimaa Salah El Din Afify

Mr. Ahmed Said Abd El Mongi

Dr. Amira Fawzy Ahmed

Reviewed by:

Ms. Eman Mahmoud Youssef | Ms. Rabab Abdelaziz Zidan

General Supervision

Dr. Akram Hassan Mohammed

Assistant to the Minister for Curriculum Development

Supervisor of the Central Administration for Curriculum Development

All Rights Reserved ©Ministry of Education and Technical Education–2025/2026